**ELD Weekly Planner**

**Function(s): CSAP Preparation Instructional Materials: CSAP Coach, Reading Grade 9**

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| Objectives | | Monday the 28 | Tuesday the 1 | Wednesday the 2 | Thursday the 3 | Friday the 4 |
| Students will be able to use (topic vocabulary or pattern) in order to (do what?). | | I will demonstrate my understanding of figurative language by identifying similes and metaphors, foreshadowing, flashback, symbolism, and personification in CSAP Selections for Practice. | I will demonstrate my understanding of story elements by identifying character, setting, plot, tone and mood, and theme in CSAP Selections for Practice. | I will demonstrate my understanding of nonfiction elements by identifying chapter titles and headings, special print and diagrams in CSAP Selections for Practice. | I will correctly determine author’s purpose and point of view by applying test-taking strategies (asking questions). | I will determine my understanding of the paragraph by identifying topic, supporting and concluding sentences. |
| Language to Teach | |  |  |  |  |  |
| **Language Patterns “Mortar”**  **See ELD Matrix Tab 3 Function Tools** | **Grammatical Forms** to help determine the “mortar” patterns. | n/a | n/a | n/a | n/a | n/a |
| Patterns for Prompts | n/a | n/a | n/a | n/a | n/a |
| Patterns for Responses | n/a | n/a | n/a | n/a | n/a |
| **Topic Specific Vocabulary** “Bricks” | | Figurative Language  Similes and Metaphors  Foreshadowing, Flashback, Symbolism, Personification | Character, Setting, Plot, Tone and Mood, Theme | Nonfiction Elements: chapter titles and headings, special print, diagrams | Point of View  Inform, Entertain, Persuade | Topic Sentence, Supporting Sentences, Concluding Sentence |
| Instructional Sequence | |  |  |  |  |  |
| **Warm-Up** | | Is “an eye for an eye” a good basis for determining an appropriate punishment? Why or why not? Use at least three specific reasons and examples to explain your position.  I think “an eye for an eye” (is / is not) a good basis for determining an appropriate punishment. I feel this way because… | What six examples of figurative language will you score perfectly on CSAP? | What five story elements will you see on CSAP? | What elements should you look for when reading nonfiction? | What are three reasons that authors write? |
| **I Do** | | During explicit instruction, students will keep Guided Notes on the worksheet.  **Figurative Language** - I will introduce the concept of figurative language to students. I will give the example “Bob is strong as an ox” and explain: **Now you know no person could be that strong. You understand that the speaker is merely using a colorful or more interesting way of saying that Bob is very strong.**  I will ask students to describe figurative language to a partner while I circulate and assist.  I will read them another example of figurative language while they follow along.  **Similes and Metaphors** - I will introduce the concept of similes and metaphors while students take notes. Students will record a definition for the concepts in their own words and share their definitions with a partner / group. I will also give examples and explanations of similes and metaphors.  **Other Literary Devices** - I will introduce the other literary devices: foreshadowing, flashback, symbolism, personification. Again, students will record and share their own definitions. Then I will give examples and explanations of each. | Explicit Instruction & Modeling from *CSAP Coach*, Reading Grade 9  Guided Notes | Explicit Instruction & Modeling from *CSAP Coach*, Reading Grade 9  Guided Notes | Explicit Instruction & Modeling from *CSAP Coach*, Reading Grade 9  Guided Notes | Explicit Instruction & Modeling from *CSAP Coach*, Reading Grade 9  Guided Notes |
| **We Do** | | **Similes and Metaphors** - Students will complete Examples 2-4 while I circulate and monitor.  **Other Literary Devices** - Students will complete Examples 5-8 while I circulate and monitor. | Examples from *CSAP Coach*, Reading Grade 9 | Examples from *CSAP Coach*, Reading Grade 9 | Examples from *CSAP Coach*, Reading Grade 9 | Examples from *CSAP Coach*, Reading Grade 9 |
| **You Do** | | Students will independently complete the CSAP Selections for Practice. | Students will independently complete the CSAP Selections for Practice. | Students will independently complete the CSAP Selections for Practice. | Students will independently complete the CSAP Selections for Practice. | Students will independently complete the CSAP Selections for Practice. |
| **Closure** | | What six examples of figurative language will you score perfectly on CSAP? | What five story elements will you see on CSAP? | What elements should you look for when reading nonfiction? | What are three reasons that authors write? | What are three types of sentences found in a paragraph? |